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ABSTRACT

This volume, part of a series of eight curriculum guides compiled by the Colorado Workplace Learning Initiative: 1991-92, contains two courses: workplace literacy for limited English proficient (LEP) persons and a General Educational Development Programs (GED)/English-as-a-Second-Language (ESL) tutorial with the Adult Literacy Network (ALN), a network of volunteer tutors. Introductory materials include a list of topics covered by all eight curriculum guides. The first course in this volume contains the following sections: Overview--objectives, time frame, and materials; Getting Started/Program Implementation--marketing, the workplace environment, supervisor-employee relationship, the classroom, pre- and posttesting, and evaluation; Activities (14 of these are described); and Resources (21 are listed). For the second course, called "It's Never Too Late To Improve Your English" the following information is provided: background, objectives, time, materials needed, and process; student application; workshop goals; workshop schedule; volunteer application; tests used by ALN; ALN's list of program materials--reading texts, spelling books, grammar books, writing books, mathematics books, and GED preparation materials. (NLA)

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Volume II: Basic Skills - English as a Second Language (ESL)

Courses

Workplace Literacy for the Limited English Proficient (LEP)
GED/ESL Tutorial with the Adult Literacy Network

Curriculum Guides
Colorado Workplace Learning Initiative: Skills for Productivity and Career Enhancement (1991 - 92)
Contact: Colorado Community College & Occupational Education System (303-620-4000)

Volume I:	Basic Skills -	Math
Volume II:	Basic Skills -	English as a Second Language (ESL)
Volume III:	Basic Skills -	Reading Writing
Volume IV:	Basic Skills -	General Educational Development (GED)
Volume V:	Function Skills -	Computer Proficiency Safety Basics Spanish
Volume VI:	Enhanced Basic Skills -	Learning to Learn Career Planning
Volume VII:	Enhanced Basic Skills -	Teams and Teamwork Problem - Solving, Decision - Making, & Critical Thinking Stress Management
Volume VIII:	Enhanced Basic Skills -	Listening Skills Communications Speech Self-Esteem Individual Workplace Skills

SUMMARY OF CURRICULUM TOPICS SUBMITTED FOR "THE COLORADO WORKPLACE LEARNING INITIATIVE: SKILLS FOR PRODUCTIVITY AND CAREER ENHANCEMENT"
1991 - 1992 PROGRAM

The program is described on the attached abstract. Contained in this series of curriculum guides are the outlines and notes for the topics covered according to the basic skills needs of the business partners. For more information, contact Colorado Community College and Occupational Education System, 303-620-4000.

COMMUNITY COLLEGE OF AURORA	COMMUNITY COLLEGE OF DENVER	COMMUNITY COLLEGE OF DENVER-TECH CENTER	PUEBLO COMMUNITY COLLEGE	PIKES PEAK COMMUNITY COLLEGE
Basic Skills				
math	math	math	math	math
English as a Second Language (ESL)		ESL		ESL
		reading	reading	reading & speed reading
writing				writing (3 part)
		GED	GED	
Functional (Job) Skills				
computer proficiency	computer proficiency and basic software skills	computer proficiency	computer proficiency	
			safety basics for the workplace	
Spanish			Spanish	
Enhanced Basic Skills				
		learning to learn		learning to learn
career planning	transfer techniques			career planning
teamwork				understanding team development process and teams
problem-solving			problem-solving	problem-solving
stress management	stress management		stress management	
listening skills	listening skills		listening skills	
interpersonal communications	conflict resolution		interpersonal communications	overview of communications and interpersonal communications
			speech	
		self-esteem in the workplace	self-esteem	
			individual workplace skills	

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listening skills	listening skills		listening skills	
interpersonal communications	conflict resolution		interpersonal communications	overview of communications and interpersonal communications
			speech	
		self-esteem in the workplace	self-esteem	
			life skills: budgeting and time management	

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WORKPLACE LITERACY

FOR THE

LIMITED ENGLISH PROFICIENT (LEP)

Teresa Falagrady
Workplace Literacy Instructor
AT&T Denver Works for the
Community College of Denver
September, 1992

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OVERVIEW

It is no secret that effective communication in the workplace contributes to an employee's job success. For those employees who are non-native English speakers, effective communication is even more crucial -- not only for the individual's and the company's success, but also for the nation's. By identifying the necessary skills that the limited English proficient employee requires to perform his or her job effectively, and by providing on-site educational training to meet those needs, organizations can profit more fully -- both in terms of producing more revenue, and competing globally with a stronger, more competent workforce.

Objective

The objective of this training module is to provide the instructor(s) with practical ideas for establishing an individual LEP workplace program. Although the module explains methods and procedures used specifically in a factory setting at AT&T, it is assumed, however, that the instructor(s) will incorporate her own ideas and adapt them to the needs of the organization with which she's working.

The objective of this LEP English Skills class for the workplace is to enable the employee to become more proficient in the following areas:

- Pronunciation
- Idioms/slang
- Grammar
- Culture of the American workplace

Time Frame

The lessons covered in this program are modular formatted, with individual modules extending six to nine weeks. Actual module length varies, depending on the time of year (attendance decreases during the summer months). Classes run twice weekly -- four hours of instruction total.

Materials

You will need:

- Whiteboard/chalkboard
- Flipchart
- Sign-in sheet or some form for monitoring employee attendance
- Individual copies of the BEST test or a similar assessment tool (see **RESOURCES**)
- Instructional materials for multi-level activities, including text(s), job aids (company manuals, forms, memos, etc. that can be obtained from personnel, the supervisor or the employee); newspaper clippings; language experience stories; etc. (see **ACTIVITIES** and **RESOURCES**)

GETTING STARTED

Marketing

The success of any endeavor depends heavily on marketing and p.r.; starting an LEP workplace education program is no exception. Suggestions for reaching potential students in the workplace include:

- Inserting a promotional flyer in targeted employees' paychecks
- Including a notice about the program in the company's newsletter (If the company is unionized, most likely they'll have some sort of newsletter)
- Posting flyers in cafeterias and breakrooms
- Distributing flyers to supervisors and potential students -- from an employee list
- Displaying information on the company's video information system (VIS) -- if available
- Visiting individual work stations: word of mouth

The Workplace Environment

One way of discovering the tasks your employees perform and thus, how to design curricula to teach competency of those skills, is to become acquainted with the setting and attitude of the environment in which the employee works. One important question you'll need answered: is this company unionized? Ramifications of a unionized workplace affects instruction. Therefore, it is advisable to discover early on, the issue of matching time.

By observing employees performing their job tasks, and interviewing the supervisors who oversee those jobs, the instructor(s) will have a clearer understanding of the employee's responsibilities. The personnel department can arrange for a tour of the facility, as well as address any company-related questions you may have.

Getting to know your employees' jobs, including the terminology surrounding them, contributes a great deal to the success of your program. It also establishes and cultivates an important factor crucial to the relationship between employee and instructor, and supervisor and instructor: *trust*.

Questions that you may want to ask the manager/supervisor:

- What are the responsibilities of this particular job?
- What are the skills necessary to perform this job competently?
- Are there shift changes? When are they?
- If your employee is performing his or her job satisfactorily, what other suggestions do you have for making this employee a better team player?
- Are you agreeable to donating one hour of company time if your associate donates one hour of his or her own time to attend this class?

Supervisor-Employee Relationship

The next step in setting up your program is obtaining the "buy-in" from managers, supervisors and/or other key personnel. One effective way to do this is to offer an "open house" (complete with refreshments!). The primary purpose of the open house is to introduce yourself AND **sell the program by explaining its features, advantages, and benefits to management and the company.** It's a good opportunity to discuss supervisors' opinions and needs, as well as to establish a good working relationship with them from the outset. Keeping the manager or supervisor apprised of schedule changes, employee progress, etc., promotes and fortifies the partnership between business and education.

The Classroom

Prior to your beginning instruction, make plans to tour the room where your class(es) will be held. Some companies have on-site educational centers that include actual classrooms; others do not. You will need to ensure that your room can comfortably accommodate the size of your class. Colorful maps or other artifacts native to the countries represented by your students also contribute to students' comfort (see **ACTIVITIES**).

Pre- and Post-testing/Evaluation

To determine an LEP student's communication level, many programs employ the BEST (Basic English Skills Test). This assessment tool determines a student's fluency, grammar, and proximity to a native speaker's response. It does not, however, measure pronunciation. The instructor will need to develop his or her own way of measuring success in this particular area. The test consists of two parts: oral and literacy. The oral part is given individually and takes approximately 30 minutes. A shorter version (5-10 minute) may also be administered. It is not necessary to administer the literacy (written) part unless one of the goals of your program is to improve written communication. It is advisable to attend a training prior to administering either section of the test. (See **ACTIVITIES**).

You can also use BEST for your post-testing as well, although you may want to develop your own assessment based on the needs and progress of your students. Post-testing is frequently administered after approximately 100-120 hours of instruction. Actual contact hours vary - depending on whether the employee is required to work overtime, vacations, sick leave, etc. (See **ACTIVITIES**).

ACTIVITIES

The list on the next page includes examples of activity sheets and other literature that the instructor(s) can use to establish her own LEP workplace education program -- followed by the literature itself. Each activity includes a brief description and/or *suggested* usage, and each is reproducible. Some activities facilitate didactic learning; others facilitate and promote cooperative learning. However, all can be directly applied to workplace situations. A variety of instruction is encouraged.

Activity Sheet #1:

Dialogue: Family Feud: An introduction to popular American idioms, followed by structured practice

Activity Sheet #2:

Chapter One: A textbook example that links pictures with text to convey meaning; facilitates the use of grammar, vocabulary, pronunciation, and common expressions

Activity Sheet #3:

Crossword Puzzle: Effective and fun way to review previous lessons; a good activity for pairing or grouping students

Activity Sheet #4:

Read a Story: Read aloud to students (via tape recording) by three people with different U.S. dialects; specifically chosen for its subject matter and simple sentence structure

Activity Sheet #5:

You -- Ya: Awareness about the majority of Americans' speech

Activity Sheet #6:

Useful Sentences: Facilitates ease of communication when students are otherwise "stuck"; can be displayed in the classroom in poster form for student viewing

Activity Sheet #7, #8, #9:

How Do I Do It?, The Desert Island, Comic Strip: Hands-on activities for groups; promotes teamwork and problem-solving techniques

Activity Sheet #10:

Sounds: Physical description and practice words of common sounds in American English that some LEP groups struggle with

Activity Sheet #11:

Pick up the Tab: Game that reiterates usage of an American idiom, promotes vocabulary (students must find words that are contained in the title), and reviews pronunciation of like-sounding words

Activity Sheet #12:

Situation Dialogues: An example of situations that may arise in the workplace promoting group discussion; can be an adjunct to teaching the grammatical structure, pronunciation, attitude, and tone of the response

Activity Sheet #13:

Opus Customer Satisfaction Team Meeting: An example of an actual company form; an opportunity to simulate team meetings in class

Activity Sheet #14:

Writing Topic: Opportunity to strengthen employees' written communication through familiar, work-related topics

Other Literature:

"Open house" memo: A promotional piece sent to individual supervisors at the outset of the program -- designed to inform/update them of on-site class(es)

"It's Never Too Late" flyer: Distributed to supervisors, key personnel, union reps, and employees

"Welcome to ESL Class" flyer: Information sheet distributed to students first day of class

Sign-in Sheet: Method for monitoring employee attendance

Supervisor Survey: A pre-evaluation of the skills supervisors believe their associates need to improve; can adapt an **Employee Survey** from this

Post-instruction Evaluation: Can be distributed after each module, or following "x" amount of hours of instruction; parts of this evaluation can also be adapted for employee use

Newspaper Articles and Cartoons: Extra literature showcasing achievement from cultures represented in the class as well as acknowledgement from the media; can be displayed in the classroom

RESOURCES

BOOKS

Christianson, Mary Ann Look Who's Talking! Activities for Group Interaction Alemany Press, Englewood Cliffs, NJ (1987) -- multi-level

Gaines, Barbara K. Idiomatic American English Kodansha International, Tokyo, Japan (1986) -- Intermediate to Advanced

Harris, Tim Practical English Harcourt, Brace, Jovanovich, Chicago, IL (1987) -- includes cassettes also; multi-level

Howard, Julie Idioms in American Life Prentice Hall, Englewood Cliffs, NJ (1987) -- Advanced beginner to intermediate

Savage, K. Lynn, How, Mamie; Yeung, Ellen Lai-shan English That Works Scott, Foresman and Company (1982)

Weinstein, Nina Whaddaya Say Prentice Hall, Englewood Cliffs, NJ (1982) -- "English of the real world"

ORGANIZATIONS

Colorado Department of Education -- Library
Contact: Debbie Fawcett, Adult Services Librarian, 866-6914

Spring Institute
Contact: Barb Sample, 571-5008 -- assessment and instruction of the LEP population; BEST tests available

Job Training Partnership Act (JTPA)
Contact: Mary Gershwin, 794-4584 -- technical assistance

HUMAN RESOURCES

Heidi Hendricks, Area Resource Teacher/ESL Specialist, Colorado Department of Education: 866-6607

Peggy Lore, Director, Asian Student Services Program, University of Colorado @ Denver: 556-2578

Laurie Nusbaum, Education Specialist - ESL, StorageTek: 673-7581

Kendra Rodriguez, Area Resource Teacher/ESL Specialist, Colorado Department of Education: 866-6607

Teresa Falagrady, Area Resource Teacher/Workplace Education Instructor, Colorado Department of Education: 866-6607

ACTIVITY #1

I. DIALOGUE: Family Feud

Alice: Are you going to visit your in-laws on your vacation?

Susan: I'm afraid not. My husband just doesn't **get along with** his older brother.

Alice: Oh, really? Why not?

Susan: Poor Steve **does his best** to be pleasant, but they disagree about everything—politics, religion, sports, even the weather!

Alice: That's too bad. Do they **lose their tempers**?

Susan: Yes, they do. Sometimes they become very angry when they don't **see eye to eye.**

Alice: Well, don't worry too much. Brothers often argue. I'm sure they'll **make up** soon.

II. DEFINITIONS

get along with:

do one's best:

lose one's temper:

see eye to eye:

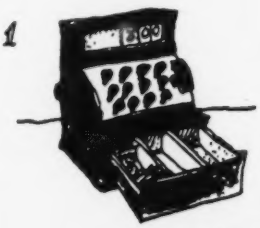
make up:

ACTNITY #2

CHAPTER ONE SECTION 1/C

d *Look at the pictures and make a sentence for each one using a lot of, much, and many.*

1



_____ money in the cash register.
There isn't <u>much</u> money in the cash register.

2

_____ clouds in the sky.
There aren't <u>many</u> clouds in the sky.

3

_____ girls at the party.

4

_____ food on the table.

5

_____ water in the bottle.

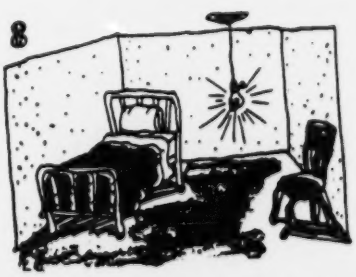
6

_____ candles on the cake.

7

____ shoes in the closet.

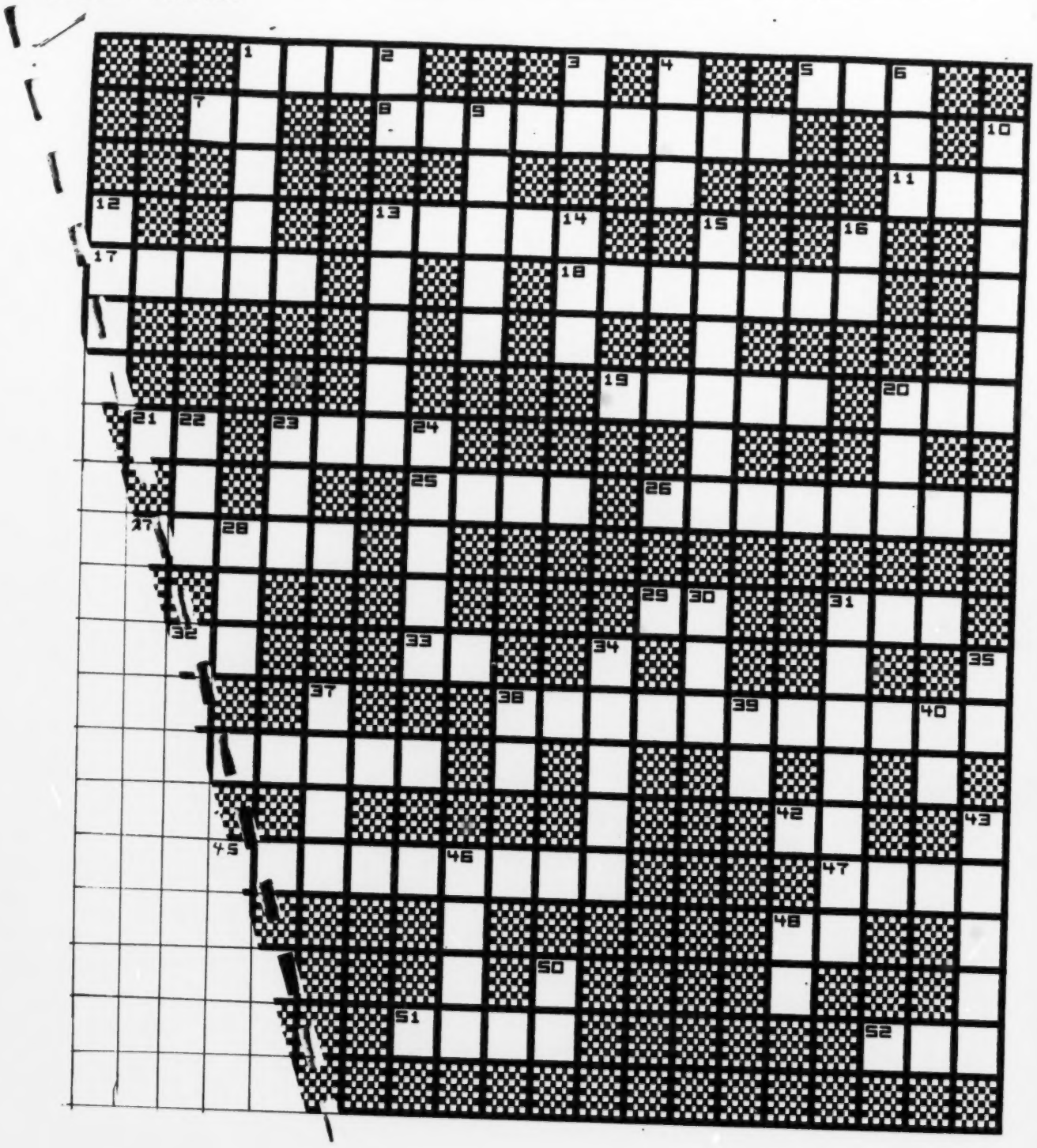
8



_____ furniture in the room.

Activity #3

GRAMMAR GOODIES



ACTIVITY #4

Read a Story

Read the story and then answer the questions.

Lynn works in a factory. Everyone there wears ear protectors and aprons. Lynn doesn't like to wear ear protectors because they are uncomfortable. She doesn't like to wear an apron because it is heavy. Yesterday she worked around very loud noise and she didn't wear ear protectors. Today her ears hurt. Last week she worked with chemicals and she didn't wear an apron. The chemicals made a hole in her shirt. That's what happens when people don't wear safety equipment.

Questions

1. Why doesn't Lynn like to wear ear protectors?
2. Why doesn't Lynn like to wear an apron?
3. Why do Lynn's ears hurt today?
4. What happened to Lynn's shirt last week?
5. Why do the workers in Lynn's factory wear ear protectors and aprons?

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ACTIVITY #5

1

you ——→ *ya

NOTE: *You* is not pronounced *ya if stressed.

PART I

Listen to the tape. You will hear the pairs of sentences listed below. The first sentence in each pair will be spoken with *careful pronunciation*. The second sentence will be spoken with *relaxed pronunciation*.

CAREFUL (SLOW) PRONUNCIATION	RELAXED (FAST) PRONUNCIATION
1. Do you need exact change for these machines?	1. Do *ya need exact change for these machines?
2. Yes, you need two quarters.	2. Yes, *ya need two quarters.
3. Do *you* have any change?	3. Do *you* have any change?
4. No, but I need some, too. If you give me a dollar, I'll get some.	4. No, but I need some, too. If *ya give me a dollar, I'll get some.
5. Here's a dollar. Where do you get the change?	5. Here's a dollar. Where do *ya get the change?
6. You get it at the store next door.	6. *Ya get it at the store next door.
7. Oh. Will you buy me some soap, too? I'll give you some more money.	7. Oh. Will *ya buy me some soap, too? I'll give *ya some more money.
8. Sure. Will you watch my clothes while I'm gone?	8. Sure. Will *ya watch my clothes while I'm gone?
9. Of course. Will you be back soon?	9. Of course. Will *ya be back soon?
10. Yes, I'll see you in just a few minutes.	10. Yes, I'll see *ya in just a few minutes.

ACTIVITY #6

USEFUL SENTENCES/PHRASES TO KNOW

What's the difference between _____ and _____?

How/when do you use _____?

What does _____ mean?

How do you pronounce/say _____?

Please say it again./Please repeat (that).

Please speak slowly/more slowly.

I don't understand.

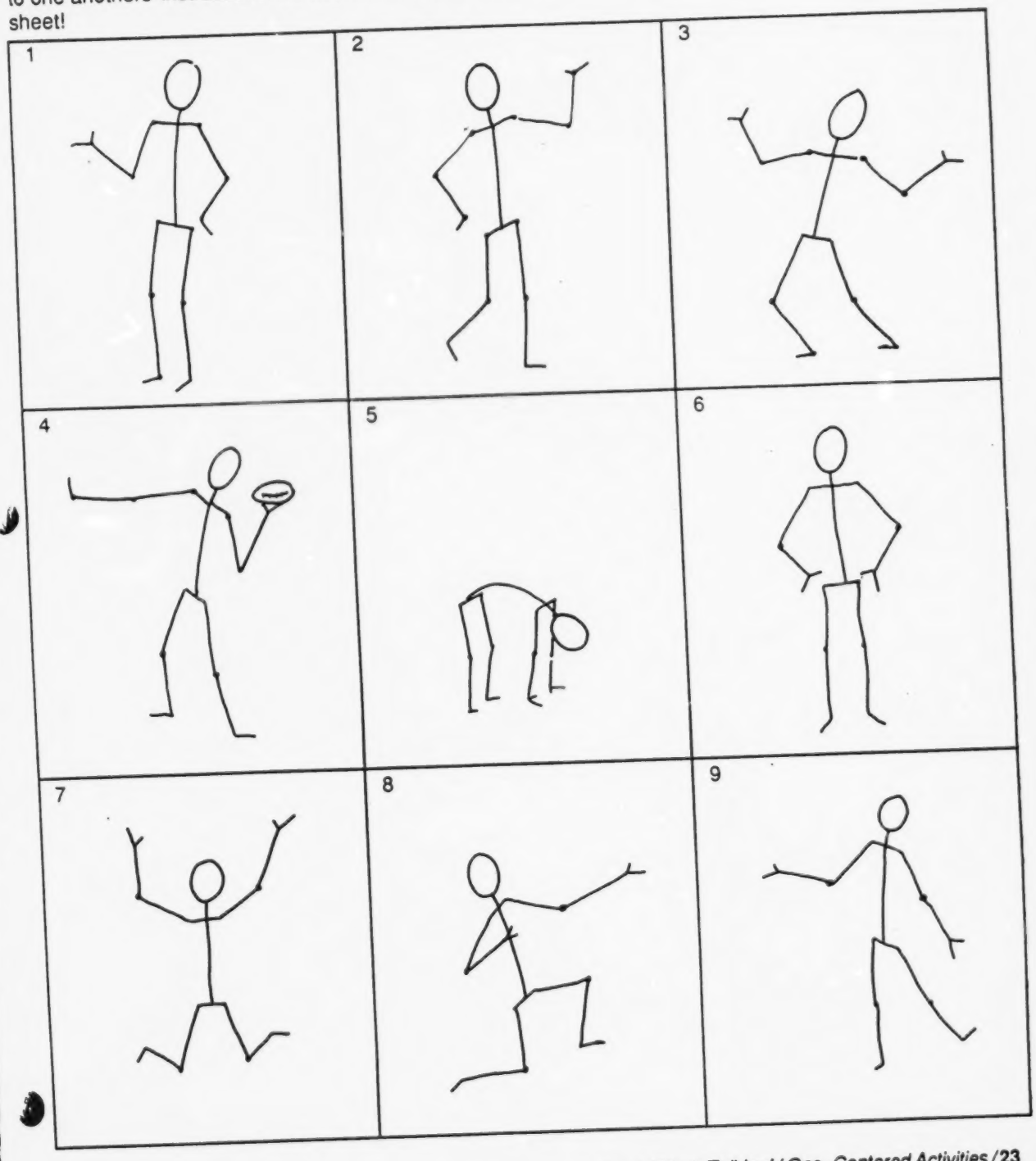
I didn't hear you.

For example/instance...

ACTIVITY #7

How Do I Do It?

Directions: Look at the pictures below. Choose one that you would like the others in your group to draw. Take turns telling one another how to draw the pictures. Try to draw according to one anothers' instructions. Do not look at anyone else's sheet!



ACTIVITY #9

The Desert Island

Directions: Read the story below. Then try to solve the problem with your group, using the lists of items provided. Write your final list on a separate sheet of paper. Everyone in your group must agree on the solution.

Story

You are on a sinking ship with a group of friends. Rubber lifeboats are available, but the boats can hold only a limited number of people and supplies. You see a desert island in the distance. If your boat makes it to the island, you will need certain supplies to help you survive.

Problem

You can only take 18 items with you in your boat, three from each of the six groups below. Look at the lists of items and with your group decide which items you will take and which ones you will leave behind. Everyone in your group must agree on the same items. Work as a group, not individually.

Group 1
large flares
matches
flashlights
oil lamps
oil
batteries
can opener
utensils

Group 2
pillows
sleeping bags
tent
blankets
sheets
coats and jackets
extra clothes

Group 3
fresh water
soda
coffee
canned juices
beer
tea
whiskey

Group 4
salt
flour
sugar
yeast
powdered milk
water purification tablets

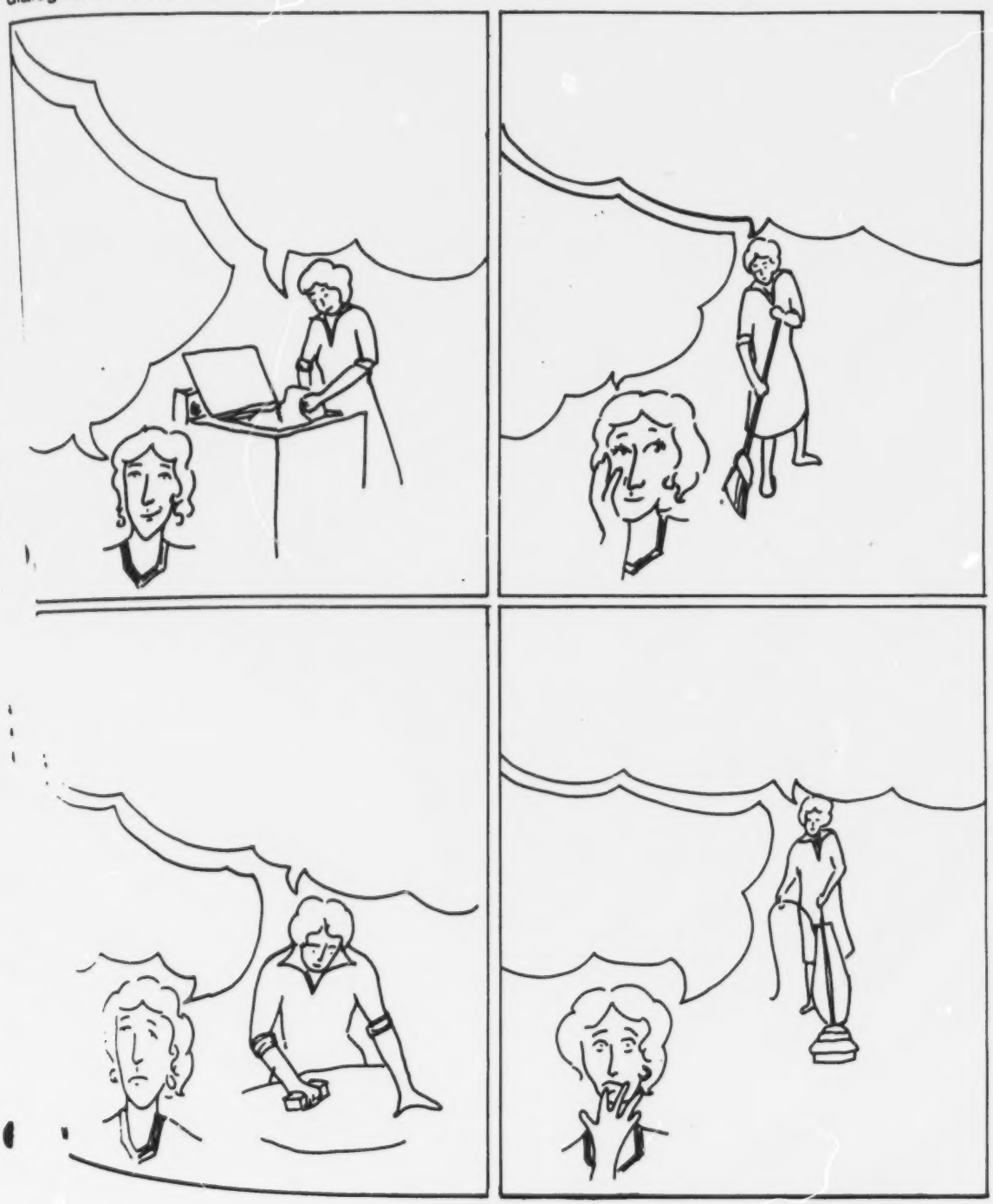
Group 5
bows and arrows
knives
gun
bullets
fishing pole
small chairs
dishes
first-aid kit
ropes

Group 6
frozen meat
dried fruits
dried vegetables
fresh fruits
fresh vegetables
canned beans
dried soup

ACTIVITY #4

Comic Strip

Directions: With your partner, look at the comic strip below. Decide what the characters might be saying to one another. Take turns writing in the dialog and be prepared to read your dialog aloud to the class.



ACTIVITY #10

SOUNDS

V: Bite your lower lip -- don't put both of your lips together.
Example: **VERY, VOLUME, VALLEY**

P: Put both of your lips together and blow out
Example: **PASS, PEAR, PRIVATE**

TH: Put the blade of your tongue between your teeth

NOTE: All words with **TH** are not pronounced the same.
Example: **THING, THINK, BOTH** (Each **TH** is pronounced gently);
THAT, THE, THAN (Each **TH** is pronounced strongly)

T: Put the tip of your tongue behind your front teeth
Example: **TIME, TONE, TENT**

F: Put your front teeth on top of your bottom lip and blow out
Example: **FREE, PHONE, FINE, FOREVER**

S: Keep your mouth slightly open, and close it so your teeth come together as your tongue rests on the bottom of your mouth.
Example: **SCIENCE, SAW, SOME**

SH: Put your teeth together, round your lips, and exhale
Example: **DISH, SHEET, SHOULD, (some CH words)**

G: Open your mouth, push out the sound, but don't let air escape. (Like you're gulping or swallowing)
Example: **BAG, GONE, GUM**

K: Open your mouth slightly, put your tongue in the middle of your mouth and force air out
Example: **CARNIVAL, KITE, BACK**

Z: Open your mouth slightly, put your tongue just behind your bottom teeth. Start to put both your top teeth and bottom teeth together and blow out. The sound should **vibrate** when you exhale.
Example: **ZOO, EXACTLY, XYLOPHONE**

ACTIVITY #11

PICK UP THE TAB

catch	cap	cat	
cake	ache	take	
cub	cut	cup	pup
ticket	tick	tip	thicket
bath	batch	back	backup
hip	hit	itch	
peak	peach	pitch	peat
heap	heat	eat	tea
that	at	tap	hat
buck	pup	tub	pub
path	pack	hatch	hatchet
pike	bite	pie	ice
cheap	cheat	beat	beach
cute	Buick		
tape	hate	bait	
ketchup	pet		

ACTIVITY #12

SITUATION DIALOGUES

*** What do you do/say ...**

... when/if you don't understand something on your job?

... when/if you have a question about your paycheck?

... when/if someone is spreading a rumor about you?

... when/if one of your coworkers or supervisor/coach is in a bad mood?

... when/if other coworkers take a longer break or lunch hour than you do?

... when/if you disagree with a company or department policy?

... when/if someone you work closely with is lazy?

... when/if you're in a bad mood?

... when/if a coworker pays you a compliment?

... when/if you first come to work in the morning/afternoon?

... when/if your personal problems interfere with your job?

... when/if, during a meeting, you agree with your coworkers?

... when/if, during a meeting, you disagree with your coworkers?

... when/if, during a meeting, you agree with your supervisor/coach?

... when/if, during a meeting, you disagree with your supervisor/coach?

... when/if you see a coworker do something wrong?

... when/if you see a supervisor/coach do something wrong?

... when/if you're bored with your job (that day)?

... when/if you're bored with your job (in general)?

... when/if you're given a coworker's work to do?

... when/if you're given a lot of extra work, and you don't think you can finish it in enough time?

ACTIVITY #13

OPUS CUSTOMER SATISFACTION TEAM MEETING

DATE: TIME:

GUEST:

COORDINATORS REPORT:

SAFETY:

HUMAN RELATIONS:

QUALITY:

COST:

PRODUCTION:

COACHES REPORT:

OLD BUSINESS:

NEW BUSINESS:

MEETING ADJOURNED AT : A.M.

COPIES TO: Nancy Mc/Clary
Burt Rowe
Jerry Fults
Frank Chandley
OPUS TEAM

ACTIVITY #14

Writing Topic
8.5

Situation: One of your coworkers was seriously injured on the job. You witnessed the accident. Personnel asked you to write out an accident report.

Include all details. Example: what happened? to whom? when did the accident happen? time of day? where were you when it happened? did anyone else witness it? after the accident happened, what was done to help the injured person?

You don't need to write this in memo format. Write it as though you were telling someone what happened.

TO:

FROM: Teresa Falagrady, English as a Second Language Instructor

RE: "Open house" for your non-native English speaking associates

DATE: March 16, 1992

Thank you for taking time to show me your department and/or introduce me to your employees. I appreciated the tour.

As we discussed, I am going to hold an informal meeting on Wednesday, March 18 (see enclosed flyers for specific time) to inform employees about the upcoming English class: time frame, expectations, curricula, etc. and address any questions they may have. I hope to begin classes at the end of the month or early April.

The meeting will last one-half hour or less.

Please distribute the flyers to your employees. I've also enclosed two extra flyers in case you have an additional employee or two who you think may be interested in the class.

If you have any questions, call Anita DeMarco at 83226.

Thank you for your support of this program.

IT'S NEVER TOO LATE

TO IMPROVE YOUR ENGLISH!

WHAT: ENGLISH AS A SECOND LANGUAGE CLASS

BONUS: ONE HOUR COMPANY TIME; ONE HOUR EMPLOYEE TIME!

WHERE: ETOP CONFERENCE ROOM

WHEN: THURSDAYS & FRIDAYS FROM 1:30 - 4:30 (1ST SHIFT)
2:30 - 4:30 (2ND SHIFT)

DATES: SEPTEMBER 3 - DECEMBER 11

FOR WHOM: ALL NON-NATIVE ENGLISH SPEAKERS -- ALL LEVELS

WHY:
* TO IMPROVE YOUR COMMUNICATION SKILLS ON THE JOB
* TO INCREASE YOUR CONFIDENCE
* TO PREPARE YOU FOR CROSS-TRAINING AND TEAMS

INSTRUCTOR: TERESA FALAGRADY, COMMUNITY COLLEGE OF DENVER

LESSONS INCLUDE:

* PRONUNCIATION EXERCISES
* SLANG
* GRAMMAR REVIEW AND PRACTICE
* WRITING AND SPELLING ASSISTANCE
**** BOOK PROVIDED

FOR MORE INFORMATION, COME TO THE CLASS SEPTEMBER 3 OR 4, OR LEAVE A MESSAGE AT 8-3226.

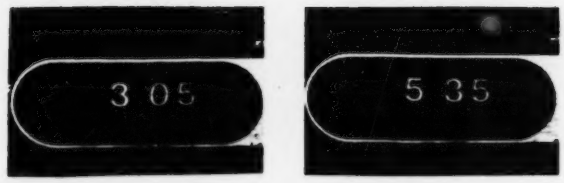
SEE YOU IN CLASS!

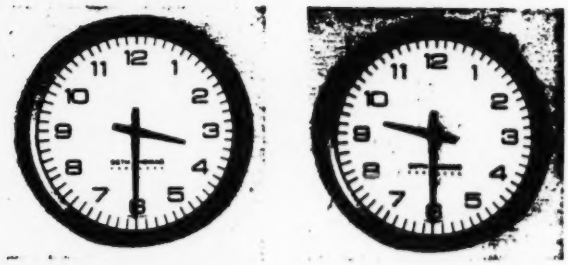
SIGN-IN SHEET
9/04/92

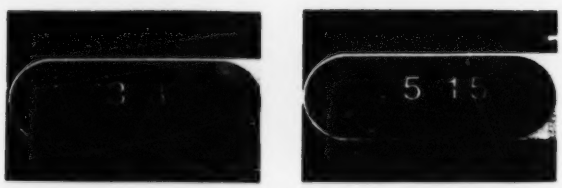
NAME	TIME IN	TIME OUT

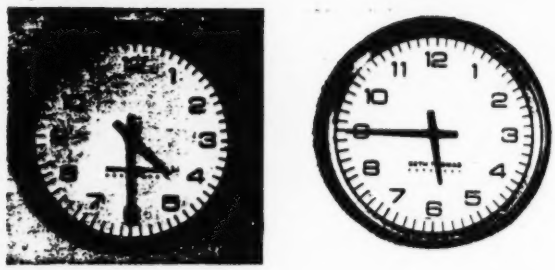
Do you have a layout operator? If so, please put your name AND your operator's <u>name and extension</u> below.

BEST test









Procedure	Test Questions	Response	Score 0	Score 1 2
Indicate digital clocks.				
	11. Which one shows five-fifteen?	points	11. △	△
Point to clock showing 3:35.				
	12. What time is it?	"3:35."	12. □	□ □
Indicate analogue clocks.				
	13. Which one shows five-forty-five?	points	13. △	△
	14. What time did you get up this morning?	gives time	14. □	□ □
	Turn the page, please.			

SUBTOTAL △ □

AT&T ESL PROGRAM
SUPERVISOR/COACH'S SURVEY

Please put a check next to those skills/behavior where you believe your ESL associate(s) needs improvement. If you have more than one associate who will be attending, include his or her initials next to the skill/behavior..

_____ More and/or varied vocabulary

_____ Better pronunciation

_____ Better listening

_____ Better sentence structure (grammar)

_____ Better writing

_____ Better reading

_____ Slower speaking

_____ Faster speaking

_____ Better understanding of slang/idioms

_____ Better eye contact

_____ Less dependence on others for translation

_____ More participation in meetings

_____ Other (specify)

September 17, 1992

TO:

FROM: Teresa Falagrady, ESL Instructor

RE: ESL Class Evaluation (first 8 weeks)

I would appreciate your taking a few minutes to complete this short evaluation on the first module of the ESL class. Your responses will help to evaluate the effectiveness of the ESL program so far, and make improvements for future classes. Thank you.

Since the ESL class, I have noticed an improvement in my associate's...

1. self confidence	**Agree**	**Disagree**
2. reading skills	**Agree**	**Disagree**
3. writing skills	**Agree**	**Disagree**
4. speaking skills:		
pronunciation	**Agree**	**Disagree**
participation in team meetings	**Agree**	**Disagree**
conversation with co-workers	**Agree**	**Disagree**
conversation with supervisor/coach	**Agree**	**Disagree**
5. job performance	**Agree**	**Disagree**
6. other (please specify)		

7.I feel that the matching work-release time (one hour of company time for one hour of personal time) for the ESL classes has been a valuable investment for the company. **Yes** **No**

8. I would be willing to allow this employee or others to continue in the ESL program on matching work-release time for another module (approximately 8 weeks). **Yes** **No**

9. I would make the following suggestions for the ESL program:

_____

_____

_____

_____

Bhushan has golden plans on the table

Special to The Denver Post

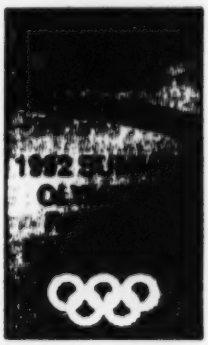
MINING GOLD? An 11-time U.S. women's champion, Insook Bhushan wants more at the Summer Olympics.

EDITOR'S NOTE: *This is the first in a series on Coloradans who will be competing in the Summer Olympic Games in Barcelona, Spain, July 25-Aug. 9.*

By Donna Carter
Denver Post Sports Writer

Insook Bhushan is not your ordinary American, world-class table tennis player.

First, she's 40 years old and a mother of two. Secondly, the Aurora resident trained in South Korea, one of the world's hotbeds of table tennis.



That training has been key to Bhushan's success in the United States. She represented the United States in the 1988 Olympics in Seoul, South Korea, landing in the 25th through 30th range of 48 women. This year, she hopes to place in the top 16 when she competes again for the U.S. Olympic table tennis team in Barcelona, Spain.

But Bhushan almost missed her chance. The nation's top-ranked women's singles player by virtue of her defeat of Wei Wang at the U.S. National Championships in Las Vegas, Nev., in December, Bhushan faltered in April at the Olympic Trials in Colorado Springs.

She lost to players she previously had handled easily and missed earning one of only two spots North America gets for Olympic table tennis. Those spots went to Lily Hugh of New Jersey and Canada's Barbara Chen.

"I had played Lily at the Pan Am Games in '91 in Cuba and beat her 3-0 in the final," Bhushan said. "It was a surprise I lost to her at the trials. Part of reason was the table they used was faster than tables we usually use . . . it was a new table from Japan and the surface had some sort of plastic coating instead of 100 percent wood."

The plastic coating, along with the rarified air in Colorado Springs, made the ball, which can move in excess of 90 mph, go even faster. That played to the strengths of Chen and Hugh both of whom are offensive slammers. Bhushan, a return specialist and chopper, placed third.

"I wasn't even thinking about making top three," she said, "I was thinking of making top one. I was disappointed I lost my chance

Please see **BHUSHAN** on 6D

TABLE TENNIS

WHEN: July 28-Aug. 6.

FACTS: Generally known as Ping Pong, it is the world's second-most popular sport behind soccer. Sixty million people play competitively in China alone. It has full-medal status in its Olympic debut.

Men and women compete in both singles and doubles. The tournament has a direct elimination format with the finalists playing for the gold and silver and the semifinalist losers playing for the bronze. The first player or team to reach 21 points by a margin of at least two wins a game. The first to win three games wins the match.

TOP PERFORMERS: Sean O'Neill, USA; Jorg Rosskopf, Germany; Jorgen Persson, Sweden; Deng Yaping, China; Insook Bushan, USA.

MEDAL PICKS

Men

Singles — Jorg Roseskepf, Germany; Jorgen Persson, Sweden; Jan-Ove Waldner, Sweden.

Doubles — Sweden, South Korea, China.

Women

Singles — Deng Yaping, China; Jung Hwa Hyun, South Korea; Hong Qiao, China.

Doubles — China, South Korea.

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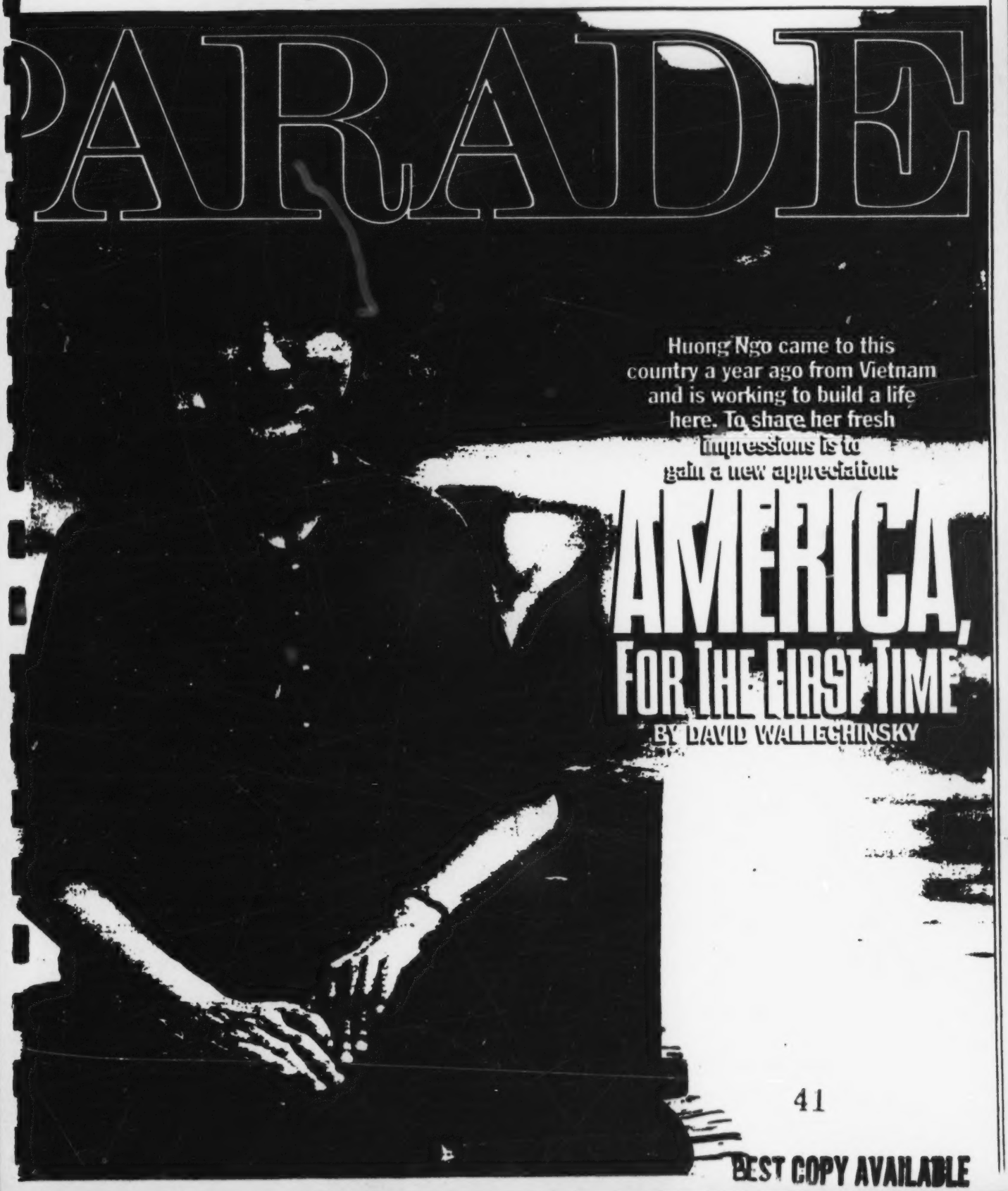
SUNDAY, JULY 5, 1992

Rocky Mountain News

PARADE



Huong Ngo came to this country a year ago from Vietnam and is working to build a life here. To share her fresh impressions is to gain a new appreciation.

AMERICA, FOR THE FIRST TIME

BY DAVID WALLECHINSKY

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DRABBLE®
Kevin Fagan
NORMAN, "ENGLISH AS A SECOND LANGUAGE" IS A CLASS FOR PEOPLE WHO DON'T ALREADY SPEAK ENGLISH!
I KNOW! I'LL GET AN "A" FOR SURE!! ALL I HAVE TO DO IS PRETEND I'M FROM ANOTHER COUNTRY!
HOW WILL YOU DO THAT?
I'LL JUST CALL UPON MY EXTRAORDINARY ACTING TALENTS!
'ALLO! DIS ISS DER ENGLISH CLASS, YAH?
© 1992 United Feature Syndicate, Inc.
FAGAN

DRABBLE®
Kevin Fagan
I'M LOOKING FOR AN EASY CLASS TO TAKE THIS SEMESTER. I REALLY NEED AN "A" IN SOMETHING!
HOW ABOUT THIS: "ENGLISH AS A SECOND LANGUAGE"?
YOU ALREADY KNOW ENGLISH, SO ALL YOU'D HAVE TO DO IS PRETEND YOU'RE FROM ANOTHER COUNTRY! HA HA HA!
THAT WAS A JOKE, NORMAN
JUST CALL ME "HANS"
© 1992 United Feature Syndicate, Inc.

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GED/ESL TUTORIAL WITH THE ADULT LITERACY NETWORK

PIKES PEAK COMMUNITY COLLEGE

GED/ESL TUTORIAL WITH THE ADULT LITERACY NETWORK

BACKGROUND:

The Adult Literacy Network (ALN) is a non profit group of volunteers that provides a free tutorial service to those individuals who want to work on their GED certification or wish to increase their command of the English Language. As a result of the grant, Pikes Peak Community College needed to provide GED classes. This was a service that the college did not normally provide, so instead of building a program from scratch, it was decided to form a partnership with the Adult Literacy Network to provide these services. ESL was included as well when it became evident that several participants, for whom English was a second Language, were interested in a tutorial as opposed to a formal classroom type of situation. All of the tutors for the ALN go through a 12 hour training session. Those individuals who wish to function as ESL Tutors complete an additional 4 hour training session. (See Attachment 1) The ALN's philosophy is to prepare students beyond the level of where they need to be, so they can operate independently. They do not believe in teaching to a test in the case of GED preparation. Since the program for each student is completely individualized, what follows will be a description of the process that each participant would go through to receive services from the ALN.

OBJECTIVES:

GED Tutorial:

Students will:

1. Earn their GED certification.
2. Be a more effective employee/citizen by filling in the gaps in their education.
3. Where appropriate, continue their formal education in a traditional educational setting, i.e. a community college or college setting.

ESL Tutorial:

Students will:

1. Become effective communicators using the English language.
2. Increase their awareness and knowledge of the American culture and the American workforce.
3. If needed, work toward receiving their GED certification.
4. Where appropriate, continue their formal education in a traditional educational setting, i.e. a community college or college setting.

TIME:

Tutor and student are required to meet a minimum of two hours per week. Most usually meet more than the minimum required amount of time per week. Students are expected to study outside of class.

MATERIALS NEEDED: A location for the tutoring to take place, screening tests, textbooks and teacher's manuals, any materials from the student's workplace or home life that they want to focus on, handouts where appropriate, chalkboard, paper, and pen/pencil.

PROCESS:

1. Student applies to receive services from the Adult Literacy Network or contacts the Network to receive service. An application form is completed if the contact is made in person.(See attachment 2)

2. An ALN Evaluator calls the student and sets up an evaluation appointment.

3. At the evaluation appointment, the evaluator fills out an application if that has not been done previously. The evaluator then interviews the student to determine perceived needs and determine what that student wants to accomplish. These needs can be workplace specific and/or life related. The student may be asked to provide samples of workplace related materials he/she wants to focus on. Each student's needs will be unique. Based on the student's immediate needs and long range goals, the evaluator then decides which test or combination of tests to give to determine where that student's problem areas are. (See attachment 3 for a list of possible tests.) The tests are administered. Results of the test/s are then discussed with the student and a plan for learning developed. The student then identifies a preferred location, time, and type of tutor he/she would like to have.

4. The evaluator then assigns an appropriate tutor who can meet at the preferred location and time. The evaluator also determines which materials would be appropriate for the student to start working with. (See attachment 4 for a list of possible resources.)

5. The evaluator and tutor meet to discuss student needs and the materials to be used. The tutor receives the manuals and materials needed to tutor the student.

6. Tutoring sessions take place. Tutor and student are required to meet a minimum of two hours a week and more is preferable. Tutors and students are monitored via telephone to make sure that all is going well, and that they have the materials they need, etc. Tutors are encouraged to be as creative as they can be in their presentations to the student, and students are expected to study outside of their tutorial sessions. There is a Help Line available for tutors if they run into a problem and need assistance to solve it.

7. Once the tutor and student feel they have completed the material they need to accomplish the student's goals, the process is complete. If the student needs to take a GED Certification exam, the ALN assists the student in making those arrangements.

ATTACHMENT 1:

ADULT LITERACY NETWORK (ALN)
STUDENT APPLICATION

DATE:_____

INTERVIEWER:_____

LAST NAME_____FIRST NAME_____MIDDLE NAME_____AGE_____SEX: M F

SSN_____ETHNICITY: AM INDIAN/ALASKAN NATIVE, ASIAN/PAC ISLAND, BLACK (NOT HISP ORIG), HISPANIC
WHITE (NOT HISPANIC ORIGIN), WHITE (MIDDLE EASTERNER)

DATE OF BIRTH_____PLACE OF BIRTH_____U.S. CITIZEN? YES NO MARRIED? YES NO

SPOUSE'S NAME_____SPOUSE'S ADDRESS_____

LAST GRADE COMPLETED: 1. NONE 2. (1 - 4) 3. (5 - 8) 4. (9) 5. (10) 6. (11) 7. (12) 8. DEGREES_____

DATE LAST COMPLETED SCHOOLING_____SCHOOL/COUNTRY/CITY/STATE_____

STUDENT STATUS: 1. NEW 2. CONTINUING 3. RETURNING

STATUS (OTHER): 1. DISABLED ADULT 2. ADULT FROM RURAL AREA (POP. < 2,500) 3. ADULT (POP. 2,500 - 50,000)
4. ADULT FROM URBAN AREA (POP. > 50,000) 5. IMMIGRANT ADULT 6. MIGRANT ADULT 7. IN CORRECTIONAL FACILITY
8. EMPLOYED 10. UNEMPLOYED 11. RECEIVING PUBLIC ASSISTANCE 12. NOT IN LABOR FORCE 13. OTHER_____

CURRENT ADDRESS_____

CITY_____STATE____ZIP_____HM TEL_____WK TEL_____

OCCUPATION_____EMPLOYED? YES NO EMPLOYER'S NAME_____

EMPLOYER'S ADDRESS_____TELEPHONE _____

SPECIAL SKILLS OR INTERESTS_____

WEAR GLASSES FOR READING? YES NO WEAR HEARING AID? YES NO TUTOR PREFERENCE? MALE FEMALE

DAYS AVAILABLE TO LEARN? MON TUES WED THUR FRI SAT SUN. TIME OF DAY TO LEARN?_____

DESIRED TYPE OF LEARNING_____

HOW DID APPLICANT LEARN OF ALN?_____

INITIAL EVALUATED EDUCATIONAL FUNCTIONAL LEVEL

1. BEGINNING ABE (0 - 3.9), ABE (4 - 5.9), ESOL
2. INTERMEDIATE ABE (6 - 8.9), ESOL
3. ADVANCED ESOL
4. ADULT SECONDARY EDUCATION (9 - 12)

GED/ESL
Attachment 2

WORKSHOP GOALS

The following goals are for the workshop in general. The participants will be able to:

Define Literacy.
Understand and address the needs of adult learners.
Use the Laubach Way to Reading Series effectively.
Use the Challenger Series effectively.
Plan the use of strategies in:
- language experience
- writing
- comprehension
- SQR4

Understand the scope of materials available to use with students.
Make lesson plans which will lead to the achievement of short and long term goals.
Understand over-all responsibilities of tutors and students.

The following goals are for the individual session:

SESSION 1:

Participants will be able to:

Understand the components of **ALN**.
Identify the problems illiteracy brings to our wold, our nation and our community.
Empathize with the frustrations of the non-reader.
Use the Teacher's Manuals to teach **LWR SB** 1 and 2.
Write stories for low level readers using controlled vocabulary.

SESSION 2:

Participants will be able to :

Appreciate the difficulties encountered in writing for new readers.
Understand what motivates the adult learner.
Use the Challenger Series effectively.
Define the different learning styles and plan effective lessons accordingly.
Define and plan uses for Language Experience.

GED/ESL
Attachment 2 cont.

SESSION 3:

Participants will be able to:

Understand prefixes and their meanings and apply to teaching effectively.
Understand strategies for teaching sight words, word patterns, phonograms and basic syllable patterns.
Make us of various pre-writing and writing strategies such as:
- clustering
- webbing
- herringbone
- brainstorming
- written conversation
- **POWER WRITING**
- journalizing

Define 6 basic comprehension skills.
Define and plan uses for "alternative method" for comprehension.

SESSION 4:

Participants will be able to:

Define and use **SQR4** method for studying factual material.
Understand the scope of the **GED** and be aware of **GED** materials.
Make use of various materials available for students in the areas of:
- spelling
- math
- practical guides
- grammer

Create lesson plans.
Establish short and long term goals for students.
Understand responsibilities for record keeping and reporting.

ADULT LITERACY NETWORK

Workshop Schedule

SESSION 1: ALN Introduction and Workshop Goals
Overview of Laubach Way to Reading Series
Ameruss Demonstration
BREAK
Skill Book 1, Chart 1 with unison practice and **EOTO**
Lesson 2-6 and Checkup
Skill Book 2, Lesson 1
Video-Lesson 2
Checkup for Skill Book 2
Writing for New Readers
Skill Books 3 and 4 (Packets)
Wrap-up and Review
HOMEWORK: New Reader Stories and Literacy Quiz

SESSION 2: Share New Reader Stories
Literacy Quiz
Video - The Adult Learner
BREAK
Challenger Series
Learning Styles
Language Experience - Video, Discussion, Practice
Prefixes and Meanings
Wrap-up and Review
HOMEWORK: Prefixes and Meanings

SESSION 3: Review Homework (Prefixes and Meanings)
Sight Words, Word Patterns, Phonograms
Teaching Basic Syllable Patterns
BREAK
Writing Skills
Comprehension
Wrap-up and Review

SESSION 4: SQR4
GED Overview
BREAK
ALN Library Materials
Lesson Planning and Goal Setting
Sharing of Plans
Record Keeping
Session and Workshop Goals
Evaluations
Certificate

ADULT LITERACY NETWORK
VOLUNTEER APPLICATION
****
(Enterend in Database: _____)

Office Use
Program _____
Dt.Tng.Compltd _____
Position _____
Dt.Matched _____
Student _____

Last Name: _____ First Name: _____ M.I.: _____

Address: _____ Home Phone: _____
(Street)

_____ _____ Work/Emerg. Phone: _____
(City) (Zip) SSN: _____

Geographic Residents Area: _____ Over 21? _____ Drive? _____

Have you completed High School? _____ Degree(S)? _____

Occupation? _____

What special skills/interests do you possess? _____

_____

_____

In what areas will you volunteer?

_____Office/Clerical _____Telephoning _____Fund Development

_____Public Speaking _____Tutor Training _____Other

_____Tutoring (For tutors only: Program desired: _____

What are your assets as a volunteer? _____

Do you have volunteer experience? _____ Describe: _____

Are there any special factors which may affect your availability? _____

In what areas would you need assistance? _____

REFERENCES:

Personal (Other than relative.) _____
(Name) (Phone)

Professional or Volunteer related. _____
(Name) (Phone)

Time Availability:

	MON	TUES	WEDS	THUR	FRI	SAT
A.M.						
P.M.						

Signature: _____ Date of Application: _____

GED/ESL
Attachment 3

TESTS USED BY THE ADULT LITERACY NETWORK:

1. Bader - Reading and Language Inventory
   MacMillan Publishing Company, Inc.
   866 Third Avenue
   New York, N. Y. 10022

2. T.A.B.E. (Tests of Adult Basic Education)
   Form 5, Level D
   CTB/McGraw - Hill
   2500 Garden Road
   Monterey, California 93940

3. Pre-GED Official Practice Tests
   GED Testing Service, American Council on Education
   Cambridge, the Adult Testing Center
   888 Seventh Ave.
   New York, N.Y. 10106

GED/ESL
Attachment 4

ADULT LITERACY NETWORK'S LIST OF PROGRAM MATERIALS

Reading Texts:

1. Challenger Series Books 1-8
   New Readers Press
   P.O. Box 888
   Syracuse N.Y. 13210

2. Specific Skills Series - Kit
   Barnell Loft
   P.O. Box 5380
   Chicago, Illinois 60680-5380

Spelling Books:

3. Patterns in Spelling Books 1-4
   New Readers Press
   P.O. Box 888
   Syracuse, N.Y. 13210

4. Structures in Spelling
   New Readers Press
   P.O. Box 888
   Syracuse, N.Y. 13210

Grammar Books:

5. Grammar Write Away Books 1 and 2
   Contemporary Books
   Dept. S 92
   180 North Michigan Avenue
   Chicago, Illinois 60601

6. Practice Pamphlet: Capitalization and Punctuation
   Practice Pamphlet: Grammar and Usage
   Practice Pamphlet: Sentence Structure
   Steck-Vaughn
   P.O. Box 26015
   Austin, Texas 78755

Writing Books:

7. Cliffhangers
   Peoples Publishing Group, Inc.
   P.O. Box 70
   Rochelle Park, New Jersey 07662

8. Essentials of Reading and Writing
   National Textbook Company
   N.T.C. Publishing Group
   Lincoln, Illinois

9. The Write Stuff: Writing for a Purpose
The Write Stuff: Putting it in Paragraphs
Contemporary Books
Dept. S 92
180 North Michigan Ave.
Chicago, Illinois 60601

Mathematics Books:

10. Practice Pamphlets: Operations with Whole Numbers, Fractions, Decimals, Percents, and Word Problems
Steck - Vaughn
P.O. Box 26015
Austin, Texas 78755

11. Number Power Books 1-6
Series includes: Basic Operations Through Algebra, Geometry, Graphs, Tables, Schedules, Maps, and Word Problems
Contemporary Books
Dept. S 92
180 North Michigan Avenue
Chicago, Illinois 60601

GED Preparation:

12. Strategies for Success (4th-6th Grade Level)
Series includes: Reading, Writing, Math, Science, Social Studies
Steck-Vaughn
P.O. Box 26015
Austin, Texas 78755

13. Strategies for Success (6th-8th Grade Level)
Series includes: Reading, Writing, Math, Science, Social Studies
Steck-Vaughn
P.O.Box 26015
Austin, Texas 78755

14. Pre-GED Series (8th-11th Grade Level)
Includes: Reading, Writing, Math, Science, Social Studies
Steck-Vaughn
P.O. Box 26015
Austin, Texas 78755

15. Passing the GED (Study Book)
Scott-Foresman
1900 E. Lake Avenue
Glenview, Illinois 60025